DOCUMENT RESUME

ED 478 880 CE 085 291

| | |
|---|---|
| TITLE | Highlights: The ETF in 2002. |
| INSTITUTION | European Training Foundation, Turin (Italy). |
| ISBN | ISBN-92-9157-328-0 |
| PUB DATE | 2003-00-00 |
| NOTE | 37p. |
| AVAILABLE FROM | For full text: http://www.etf.eu.int/WebSite.nsf/Pages/264D878B9EE7CD2DC1256CFE0 054B206/ $FILE/Highlights EN.pdf. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | EDRS Price MF01/PC02 Plus Postage. |
| DESCRIPTORS | Annual Reports; Data Collection; Economic Change; *Educational Change; *Educational Planning; *Educational Research; Financial Support; Foreign Countries; International Cooperation; *International Organizations; Organizational Objectives; Partnerships in Education; Policy Formation; Postsecondary Education; Program Evaluation; Research Projects; Secondary Education; Social Change; *Technical Assistance; *Vocational Education |
| IDENTIFIERS | Balkans; Europe (East Central); *European Training Foundation; European Union; Mediterranean Region; Mongolia |

ABSTRACT

As part of its mandate to help the European Commission (EC) define, provide, monitor, and evaluate support to vocational education and training (VET) in regions outside the European Union (EU), the European Training Foundation (ETF) provided assistance to the following areas in 2002: Central and Eastern Europe; the New Independent States and Mongolia; the Western Balkans; and the Mediterranean region. One of ETF's main areas of activity was helping the EC maximize the relevance of its support to its partner countries by collecting, compiling, analyzing, and distributing information on labor market characteristics and on education and training in the partner countries. In 2002, ETF continued to decrease its involvement in projects' financial management while increasing its involvement in project monitoring. Other examples of ETF activities in 2002 were as follows: (1) helping the partner countries fight unemployment through development of responsive and innovative VET systems; (2) translating good VET practice in the EU into other cultures; (3) strengthening investment in social capital; (4) helping partner countries implement social and economic reform through the Tempus Programme; (4) monitoring the course of VET reforms in the partner countries; and (5) strengthening the EU's international partnerships. (Facts and figures concerning the ETF are appended.) (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 880

# HIGHLIGHTS
# THE ETF IN 2002

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Austey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

etf
SHARING EXPERTISE IN TRAINING

BEST COPY AVAILABLE

THE EUROPEAN TRAINING FOUNDATION
IS THE EUROPEAN UNION'S
CENTRE OF EXPERTISE SUPPORTING VOCATIONAL
EDUCATION AND TRAINING REFORM IN THIRD COUNTRIES
IN THE CONTEXT OF THE EUROPEAN UNION'S
EXTERNAL RELATIONS PROGRAMMES.

## HOW TO CONTACT US

Further information on our activities, calls for tender and job opportunities can be found on our web site: www.etf.eu.int

For any additional information please contact:

External Communication Unit
European Training Foundation
Villa Gualino
Viale Settimio Severo 65
I – 10133 Torino
**T** +39 011 630 2222
**F** +39 011 630 2200
**E** info@etf.eu.int



BEST COPY AVAILABLE

HIGHLIGHTS
THE ETF IN 2002

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (http://europa.eu.int).

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 2003.

ISBN 92-9157-328-0
© European Communities, 2003.

Reproduction is authorised provided the source is acknowledged.

Printed in Italy.

HIGHLIGHTS
THE ETF IN 2002

## INTRODUCTION

Recognition of the importance of economic and social cohesion in a global context has fundamentally changed the way in which education and training are perceived. The new view of learning processes has in recent years promoted the development of vocational education and training and international cooperation in this field to a more prominent position on the EU's political agenda.

This is reflected in EU policy which, over the past few years, has moved from the very general employment targets of Luxembourg, via the more specific timeline for the development of a European knowledge society agreed in Lisbon, towards the focused commitment to increased international cooperation in vocational education and training made by European education ministers in Copenhagen in November last year. These policy developments provide the framework from which the European Commission supports international cooperation in VET both within the EU and between the EU and the rest of the world.

The latter - cooperation with non-EU countries - is an issue that requires specialist knowledge of different cultural and political environments. Developing and sharing this expertise is the specific mandate of the European Training Foundation. The ETF helps the European Commission define, carry out, monitor and evaluate support to vocational education and training within the context of the external relations regional support programmes.

This difficult task requires building up a knowledge base of experiences from within the EU as well as of current practice in four large and culturally diverse regions outside the European Union. It is also a task whose results, despite their importance, are hard to visualise. Identification, monitoring and evaluation yield few results as tangible as, say, numbers of people trained, schools built or even laws enacted.

This publication, a welcome addition to the ETF's impressive stock, is an overview of highlights of the Agency's activities in 2002. Within the broader context of external support, it shows how ETF activities on the ground can contribute to the reform of vocational education and training in the countries of Central and Eastern Europe, the New Independent States and Mongolia, the Western Balkans and the Mediterranean region.

Although this publication is a snapshot of 2002, between the lines it also illustrates the challenges that appear ahead as the Union moves towards closer cooperation with its numerous neighbouring countries.

Mr Nikolaus van der Pas

Director General,
DG Education and Culture,
European Commission and
Chairman of the Governing Board

## A YEAR OF CHANGE

In Europe, the year 2002 will be remembered for the historic decisions made at the Copenhagen Summit as the year drew to a close. The 13th of December was a decisive day for millions of Europeans east and west when the biggest enlargement in the history of the EU was given the go ahead – a process that we are proud to have been able to contribute to.

The acceptance of such a large group of countries into the family of European Union member states will eventually mean a formal end to the working relationship we have enjoyed with a large number of colleagues in central and eastern Europe. However, activities in the region have by no means ceased yet, in fact one of the real highlights of our activities in 2002 was the preparation of country monographs for each of the future member states to help DG Employment and Social Affairs analyse progress in employment policies in these countries.

Also on a very positive note, colleagues in the future member states have already started helping us replicate the results of their own efforts in other partner countries in eastern Europe, central Asia and the Mediterranean region.

In the Western Balkans, 2002 allowed us to deepen our working relationship with the European Agency for Reconstruction and Development and the EC delegations in the region and sharply increase our involvement in bringing stability to an area where training systems and labour markets were thrown into turmoil by the events of the last decade of the 20th century. In January 2002 Serbia completed our observatory network in the Western Balkans and the total number of projects in the region tripled, indicating a trend that is set to continue.

The outlook of increased political dialogue on training and employment between the EU and the countries that benefit from the MEDA Programme meant a considerable increase of activities in the Mediterranean region in 2002. Among other things, we are completing a series of overviews of vocational education and training systems and labour markets in the region. We also look forward to working with these countries in the framework of the Tempus programme, which has been extended to cover them.

2002 was also a year of milestones for our ongoing activities in the New Independent States. The successful North West Russia project entered its second phase and the first phase of the Tacis project Delphi was completed as was the Training for Enterprise Development project in Kazakhstan, Kyrgyzstan and Uzbekistan.

These projects are among those profiled in this review, which takes an in-depth look at a selection of our activities carried out in 2002 and through which we wish to acquaint the reader with what we consider some of the highlights of the year.

Peter de Rooij

Director

## THE ETF AND ITS WORKING ENVIRONMENT

***Education and research really are the key to economic renewal, to sustainable growth and new jobs. There can be no 'knowledge society' without knowledge.***

*Romano Prodi, President of the European Commission*

*European Parliament, Strasbourg, January 2002*

Employment is a central issue in European policy and keeping unemployment to a minimum is a common cause for EU member states. Unemployment seriously affects the economic and social standing of individuals and groups in society and thus reverberates into the domains of personal development, social integration and, ultimately, sustainable development. Poor employment rates in one of the member states or neighbouring countries potentially have a negative impact on the social and economic stability of any of the other member states.

Today's labour market is quite different from yesterday's and indeed probably tomorrow's. People who are active in today's labour market were often trained for a very different working environment that demanded different skills and competencies. More than ever before, gaining and keeping employment requires a continuous effort to keep abreast of new developments through training.

The European Commission supports innovation in training through a multitude of channels, varying from Community programmes such as Leonardo da Vinci to special actions financed through the European Structural Funds. The EU also invests in its neighbouring countries, building new and strengthening existing partnerships to promote prosperity and social and economic stability in our part of the world. It is in these regions that the ETF supports activities of the European Commission.

## The roles of the ETF

The ETF helps the European Commission maximise the relevance of its support to the partner countries. To this end, it collects, compiles and distributes information on labour market characteristics, and education and training in the partner countries. By analysing this information, ETF experts are able to single out areas where EU support can make a real difference to vocational training reform and set out suitable strategies for its accomplishment. This is done in dialogue with both the European Commission and the national authorities.

In a number of countries, the ETF works with the national authorities to identify ways in which EU support to training development can be most wisely invested. A specific example from the year 2002 is ETF cooperation with the Turkish authorities which prepared the launch of the EU supported VET reform programme in Turkey.

The ETF also helps fill the inevitable interval between the identification of needs and the actual launch of support programmes designed to respond to these needs. It initiates and manages pilot projects on a small scale which aim at keeping the momentum while future programmes are being designed and gradually rolled out. Lessons learnt through such exercises are fed back into the system to increase the efficiency of later interventions. In 2002, a number of such pilot projects have been carried out in the Western Balkans.

## Turkey - the right time and the right pla to launch reform

In January 2002, in the mountainous spa resort of Kizilcahamam, just outside Ankara, the Head of the Representation of the European Commission in Turkey congratulated the ETF and the Turkish National Education Foundation "for having managed to do what would be impossible in the past, to put together a conference [...] in Turkey, bringing together all the majo actors from the education sphere, the employment sphere, the private sector and the trade unions."

Since 1995, the ETF has been involved in many similar conferences in the future member states: large scale, high profile events that aimed at creating enough momentum to launch a reform process into action. The problem with VET, however, is the diversity of interests of all those with a stake in it. Directing their agendas towards a point of convergence can be extremely difficult.

In Kizilcahamam timing fully showed its worth. With a large range of issues of common concern (accession talks, soaring unemployment, a troubled national economy) high on the political agenda, the perfect blend and level of stakeholders on the participation list, impressive media coverage and, let's face it, a setting that encouraged stepping out of daily office routines, a level of consensus and public awareness could be achieved that had hitherto been deemed impossible in Turkey.



BEST COPY AVAILABLE

Although the programme of the three-day conference was organised in such a way as to find common ground between the participants, it turned out to be far more than just a stocktaking exercise. For the ETF, it was the launch pad of the Turkish National Observatory and the conducive atmosphere saw the small office off to a flying start. The outcome was that anyone who was anyone in VET in Turkey knew what the Observatory was and what it was there for.

In a much broader context, the conference sparked the process that would lead to the VET reform programmes that will set the agenda for cooperation between the EU and Turkey in this field in the years to come. It familiarised the Turkish participants with the aims of the Lisbon process that has guided VET policies in other candidate countries. It approved ETF support for carrying out a background study which will be the first step towards the Joint Employment Policy review. It allowed the EC Representation to identify and attract experts from among the participants to work on European Commission supported interventions in VET. It gave the ETF the why and wherefore to design a comprehensive VET modernisation programme which has now been launched and is coordinated from Ankara. Another project that came together at the Kizilcahamam conference aims at the reform of vocational teacher training in Turkey and will be launched in 2003.

© The Image Bank

Moreover, in Algeria and Morocco the ETF helped the European Commission to design EU projects to be launched in 2003 and set up preparatory activities involving local partners to bridge the period it took for larger scale projects to be launched.

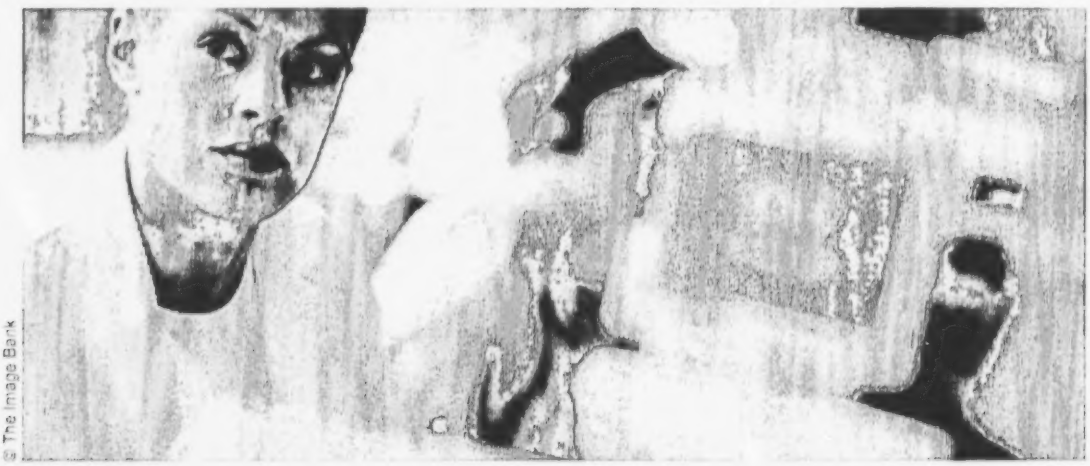


BEST COPY AVAILABLE

The ETF's involvement in the financial management of projects is decreasing while involvement in project monitoring is increasing. A good example of this development is the Delphi project in the Russian Federation which is described below. The first phase of the project, which aimed at better matching Russia's education and training system with the needs of business and industry, was managed by the ETF. For the second phase, launched at the beginning of 2003, management of the programme has been handed over to the EC Delegation in Moscow while the role of the ETF will centre around monitoring the implementation and impact of activities, with the aim of achieving effective results.

In the future member states, the ETF has been monitoring progress in vocational education and training reforms at the request of DG Enlargement since 1999. In 2002, for example, the ETF prepared a series of monographs that looked into vocational education and training from the perspective of employment policies in each of the future member states. More information on these is provided in a later chapter.

In addition to its work on vocational education and training, the ETF provides the day to day administrative support for Tempus, the support programme for cooperation between EU higher education institutions and counterparts in Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. Within Tempus, the ETF is responsible for monitoring running projects, implementing selection procedures and disseminating information about the programme within and outside the EU.



© The Image Bank

## SUPPORTING REFORM INITIATIVES

***It is in the interest of every national that the whole community of nations should address the world's problems more effectively. We are beginning to coordinate better and the European Union is at the heart of that effort. But it is a huge task: and part of the challenge is to redefine the very concept of national interest.***

*Chris Patten, European Commissioner for External Relations*

*Churchill Lecture Guildhall, London, April 2002*

The nature of support to reform in human resources development obviously varies considerably depending on the framework, region and even country in which the ETF's work takes place.

### The Western Balkans

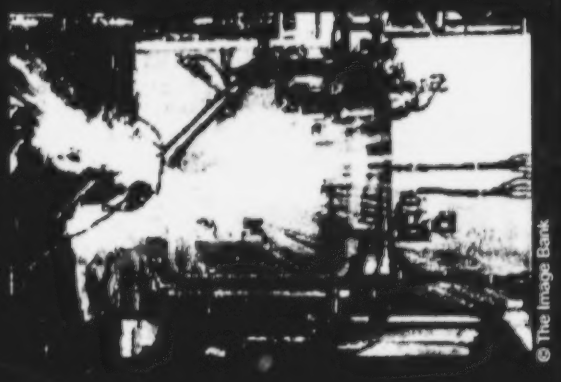
In the Western Balkans, the ETF supports national authorities and socio-economic partners in their fight against mass unemployment by promoting the development of responsive and innovative vocational education and training systems. It identifies areas for new support initiatives and advises the European Commission on how best to target EU assistance. Key areas of current support to the region include entrepreneurial training and advice for small and medium sized enterprises, curriculum development, teacher and trainer training, and active labour market training for young and unemployed people. Regional tensions and the fragility of the social fabric in the Western Balkans implies a need for more emphasis to be put on regional cooperation and on the social impact of education and training reforms than in other regions.

## Making partnership work in the Western Balkans

Like the other countries of pre-1991 Yugoslavia, Croatia and Montenegro have very high numbers of jobless people and although there is now a slight upward trend in employment rates, the situation is still more serious than it ever was between 1950 and 1990. Almost half of all the unemployed people in Croatia are under the age of 30, while in Montenegro, some 20% of the unemployed have been jobless for more than eight years.

The changes brought about by war and economic transition have invalidated large parts of the traditional vocational education and training systems. Although few job opportunities are available to the unemployed, those that are created are almost without exception a bad match for the long-term unemployed because their training is outdated. Even fresh entrants to the labour market are poorly prepared for the new generation of jobs. Most of their training will have been school-based despite the fact that a dual training system has been making headway in Croatia since 1995 and that, on paper, in Montenegro one-third of the curriculum is devoted to practical training. Enterprises need good workers to train good students and they need good students to become good workers. The region has become trapped in this vicious circle.

The current governments in Zagreb and Podgorica recognise this as a, if not the, main problem. They have adopted broad reform strategies in which employment, education and training play important roles. More importantly, they have embraced the idea that partnership, rather than unilaterally implemented reform, holds the key to success. In the words of Davorko Vidovic, Croatia's Minister of Labour and Social Welfare: "At first we thought that the transition itself would change everything. That appeared not to be the case. It requires a common effort."



© The Image Bank



BEST COPY AVAILABLE

The EU is keen to support training reform in the region but as with any other large donor, must ensure that it provides the right form of support, make logistical arrangements and allocate the necessary funds. Effective use of the interval between determining areas for action and the implementation of large scale support projects can greatly increase the odds for their success. With this in mind and with the commitment of the Croatian and Montenegrin authorities, in 2000 - 2001 the ETF financed three micro-projects, two in Croatia and one in Montenegro. They aimed at developing awareness of the practice and potential of local partnerships in combating unemployment among vulnerable groups. Two project teams explored ways to address youth unemployment and tackle social exclusion through innovative, broadly supported local initiatives in the field of vocational education and training. Both teams could draw on experience with developing active labour market measures in Slovenia.

The project proposal for the Croatian micro-project, drawn up by the Croatian Employment Service, sought to establish a local partnership platform for vocational training development in the neighbouring regions of Bjelovar-Bilogora and Pozega-Slavonia. The economy of these northern regions is based almost exclusively on agriculture and related industries.

Local conditions were analysed and a project team was brought together and briefed. The local team consisted of representatives from regional authorities, education authorities, local schools, the Chamber of Commerce, the Chamber of Economy, local enterprises, regional branches of the Employment Services, the Association of Independent Trade Unions, the 'Business Incubator' and the Association of Unemployed Persons.

A training needs analysis was carried out in enterprises in the two regions. It was decided to focus a pilot training course on eco-agriculture. The actual training programme was then prepared and offered to long-term unemployed people. The three-month training period was made up of roughly one-third school-based and two-thirds enterprise-based learning.

The significance of the projects was not so much in the number of people that were actually retrained, but rather in how the teams explored different methodologies for developing and sustaining local partnerships for the benefit of vocational training and therefore, by extension, of young school leavers, unemployed people and the local economy. The differences in the way the project teams approached their tasks provided outcomes that could be analysed for effectiveness and fed back into the larger scale planning of EU assistance.



BEST COPY AVAILABLE

## The New Independent States

A typical example of a project in the Russian Federation is the Delphi programme which is described later. This Tacis funded project aims at narrowing the gap between the education system and society in five regions of the country by facilitating dialogue between the policy makers, trainers and administrators of the education sector and, from the economic side, companies, employers and their associations. It came about because the Russian training policy development agenda converged with the external policy agenda of the European Union. As the Russian Federation is a country that receives a lot of support from abroad for human resources development, a choice was made by the Russian authorities and the European Commission to focus the programme on a set of regions and a set of subjects that would offer the best scope for replication elsewhere and that would give the country a tool which it could use in the future. The experience of this project, which was designed and supervised by the ETF, proved that changes and improvements are possible.

© The Image Bank

Another example of support to comprehensive training reform in the New Independent States is the North West Russia project which the ETF launched in early 2000 and whose second phase started in 2002. Considered by the Russian education authorities as the most significant contribution to the country's VET reform process, in 10 years the project improved training for a set number of economic sectors including, for example, the hospitality sector in St. Petersburg.
It encouraged new ways of approaching training development by involving more groups of stakeholders in the process of innovating the training supply - not just telling them what to do, but familiarising them with the process of how to enter a dialogue, define needs together, translate these into curricula and attract the right target audiences to these new programmes. The results of the project have been so encouraging that the Russian education authorities are now looking into ways of sharing its achievements with the other regions.

## Mediterranean Partners

In the Maghreb and Mashreq regions, ETF work concentrates on continuing training system development and securing the support of teachers and trainers for reform. ETF seminars and conferences in the region have also helped to network key actors in the region and facilitate the exchange of regional and international good

practice on key issues which underpin the evolution of VET and labour market reform.

Although the general directions of the European Union's Euro-Mediterranean policy are formulated for the region as a whole, its practical implications differ from country to country. In Egypt, for example, training reform is considered a high priority. So when Egypt indicated that it wanted to thoroughly reform its training system, the ETF was engaged by the European Commission to design a comprehensive support package. It did so in close and continued dialogue with Egyptian stakeholders. A large project aimed at developing local partnerships for the improvement of practical training was subsequently developed.

© Fabio Decorato

## The Future Member States

In countries where the process of matching vocational education and training with the demands of society and the labour market is at a more advanced stage, interventions that focus on narrower issues are the rule. In the future member states for example, much focus has recently been placed on preparing in-country capacity for dealing with EU mechanisms, such as the European Structural Funds.

The ETF's work in countries whose accession to the European Union is envisaged at a later stage - such as Bulgaria, Romania, and to some extent Turkey - continues as before.

***Looking across our borders, exchanging experience, making comparisons and together looking for solutions to our problems can only improve the quality of our education systems.***

*Viviane Reding*

*Learntec, Karlsruhe.*
*February 2003*

In some of the partner countries, vocational education and training has not been allowed to develop much over the past few decades and the current global landslides in labour market composition require a complete overhaul of the training infrastructure. Such radical change cannot be instigated from outside; it must be nurtured locally and those involved must be totally committed to the process. One of the countries where such elementary change is now taking place is Syria where a group of industrialists sounded the alarm in January 2000 and the authorities responded to their call by soliciting support from Europe.

## An opportunity for change in Syria

Syrian vocational education and training urgently needs reform. Schools are providing education which is often out of date and does not prepare people for work. The globalisation of markets is increasing international competition and raising quality standards. Companies are crying out for skilled workers, yet unemployment is increasing and young people in particular find it hard to get a job.

At the request of the European Commission, the ETF is providing support to the Damascus Chamber of Industry and the Ministry of Education to tackle the skills mismatch by starting the country's first apprenticeship scheme.



BEST COPY AVAILABLE

## An opportunity for change in Syria (cont.)

The idea began back in January 2000 when a group of Syrian industrialists decided to get involved in training. The Ministry of Education welcomed the initiative and a pilot scheme began to take shape. The ETF came onboard a year later in January 2001, providing expertise on how to introduce apprenticeship modalities and a contribution of €600,000 for a three-year programme.

Today, more than 150 apprentices are sharing their time between one of three schools and 33 companies. More than 70 teachers from vocational schools and supervisors and trainers from companies have taken part in training courses to upgrade their skills and learn new ones. Some of these have moved on to become trainers of trainers themselves. A new school is being equipped on the outskirts of Damascus as a dedicated centre for the apprenticeship scheme. Companies have already taken on some graduates of the scheme and are training many more. Last but certainly not least, government and industry now have a better understanding of each others' needs and concerns.

Teachers, school directors, staff from the ministry, managing directors, supervisors and shop-floor staff have all attended courses on curriculum development, teaching methodologies and industrial analysis. Edward Horani, a

Apprentices training at the Third Intermediate Institute





BEST COPY AVAILABLE

mechanical engineer at the General Company for Plastics and Rubber Industries, is attending a course at the Damascus IT Centre. He believes that the apprenticeship scheme will help to give companies such as his the skilled workers they badly need by linking theory to practice. "At the moment, education in Syria is too much theory and not enough practice. As engineers, we can leave university but still know nothing about the practical side of things," he says.

Training of trainers input has been provided on a cascade principle – on the first course, the ETF trained four people who then went on to become trainers themselves. "Of course we gave them a lot of support on the second course they gave, but by the third course, our input was down to 10 or 20 per cent," says Atef Abdel Malak, an expert on training of trainers for the ETF.

On the courses care is always taken to mix an equal number of participants from education and from industry to help break down barriers. "These workshops are a very good way of setting up a dialogue between teachers and industry in an informal way," says Ahmad Oion, industrial training advisor for the project.

The benefits do not stop there. Once people have got to know each other, new channels of communication are established between schools, companies and the ministry. For instance, when the Adnan Merdan Garment College in Damascus decided to set up a mock production line to provide practical classes for machinists, it called on the Al-Hamaly textile company. The very same day, Al-Hamaly's director-general Louay Mo'ed sent his maintenance technician round to advise on how to do this. Al-Hamaly helped the school plan the installation and select the machinery and suppliers to provide as realistic a set-up as possible. As a second example, teachers from Damascus' Third Intermediate Institute met former Al-Rachid employee Anas Diarbakerly on one of the trainer of trainer's courses. He now teaches four hours a week at the VET school and helps teachers prepare lesson plans.

Mixed groups of teachers and people from industry have produced new curricula for all four of the trades covered by the scheme. The Ministry of Education is now using these examples to revise curricula in other parts of the educational system.

If all goes well, the apprenticeship programme could pave the way for a more thorough overhaul of the Syrian vocational education and training system from 2004. The Syrian government has made it clear that it is open to change. "There is no way we can go back to the old system," says Deputy Minister of Education Samir Habbabah. "The government needs to give this scheme its full support, but we need the support of the industrialists as well."



BEST COPY AVAILABLE

Indeed, support from the business sector is one of the cornerstones of labour market related human resources development. Many EU Member States have a solid track record in this field and the process of linking training to labour market needs has yielded experience that can kick-start change in other parts of the world. This holds particularly true for countries where, in mostly small companies, the awareness of the need for training is overshadowed by basic survival needs.

Some of the now independent, former Soviet Union states in Central Asia have only just begun to establish market economies. In theory they have much to offer in terms of human resources and industrial infrastructure. Harnessing it, however, appears impossible without external support. The political revolution led to a collapse of the only framework for collaboration they had and the expertise to replace the old platform for dialogue with a new one is lacking.

In such an environment, an informed choice of local partners and experts from EU countries that learned their lessons the hard way can form a project team that, with relatively little money, can embed EU experience into local situations, initiate dialogue between the stakeholders and map the potential for larger scale interventions. In project jargon this is what project identification and piloting is all about and this 'priming' of an environment in the partner countries is one of the hallmarks of ETF interventions.

## Strengthening investment in human capital in central Asia

The three-year Training for Enterprise Development (TED) project, in which more than 400 companies in Kyrgyzstan, Kazakhstan and Uzbekistan participated, formally closed in June 2002 with a conference on the shores of Lake Issyk-Kul high in the Tian Shan mountains above Bishkek.

Training for Enterprise Development, which began in Kyrgyzstan with a detailed and unprecedented survey of skills shortages, trends, recruitment practices and training needs in businesses and enterprises, was designed to address the lack of focus on what is recognised in the West as a key factor in competitive success: human resources development.

The Kyrgyzstan Enterprise Survey found that in recent years business leaders had focused all their energy on tackling the day-to-day crises of an economy thrust into sudden transition. Many people, particularly in low paid jobs, had lost their jobs and as a result the labour market was flooded with people without sufficient training for the new jobs and positions emerging in the nascent market economy.

The information demonstrated that employers did not pay enough attention to human capital and human resource development in the growth and development of a business concern. There was a general lack of foresight and willingness to plan over the longer term with skill requirements low on



BEST COPY AVAILABLE

companies' lists of priorities. The survey also showed that without employer participation in training, the lack of qualified staff would soon put a brake on the development of business and commerce throughout the region.

The results of the survey led to the development of a training package for managers, delivered through a team of locally recruited and trained trainers. Pilot training for 25 of the most motivated human resource managers, drawn from a variety of business sectors, was put on in Bishkek, before wider training was made available for a further 125 managers in a series of workshops conducted by the team of trainers in regions across Kyrgyzstan. Similar training sessions were also provided for managers in Uzbekistan and Kazkakhstan but it would appear that Kyrgyz managers were the most receptive to change.

"These business people would often say that this was the first time they had ever had such training. They had come prepared to listen to lectures but what we provided was quite different," says Anar Beishembaeva, team leader of the Kyrgyzstan National Observatory, which was set up by the ETF. The training, designed specifically for the TED project, drew upon western management training techniques adapted to local conditions, using role play and practical exercises to drive complex business and training lessons home.

© Nick Holdsworth

A bakery in Bishkek that has indirectly benefited from the TED project





BEST COPY AVAILABLE

## Strengthening investment in human capital in central Asia (cont.)

The Bishkek-based trainers were recruited from the Small Business Development Centre, the Adult Training Centre (a facility established by the Danish International Development Agency), the American University in Kyrgyzstan and elsewhere. Learning materials were developed and after the success of the pilot training in Bishkek, the training team worked with other trainers from the partner countries in TED to bring the same benefits to Uzbekistan and Kazakhstan.

To encourage sustainability a series of round-tables involving people from key institutions – the enterprises, training providers, vocational schools, government ministries and employers organisations – were set up to encourage the growth of a 'horizontal' network of connections.

The main lesson learned through the project is that if vocational education and training provision is to successfully respond to the needs of the modern labour market, then the approach to the reform of the sector and human resource development considerations must pay due attention to the concerns of the employers. Relying solely on the input from government and training providers is a non-starter and likely to result in a mismatch between what is required by companies as they expand and what is offered by prospective job seekers.



BEST COPY AVAILABLE

## THE TEMPUS PROGRAMME

Tempus is one of the European Community programmes designed to help the process of social and economic reform in the partner countries. The programme focuses on the development of higher education systems in the countries of the Western Balkans, the New Independent States and Mongolia and in the Mediterranean region through the most balanced co-operation possible with partners from all Member States of the European Community.

DG Education and Culture manages the Tempus Programme, while the European Training Foundation provides the necessary day to day technical assistance.

### Ten years of Tempus and other publications

The most important Tempus document produced in 2002 was an independently written review of ten years of Tempus in the future member states. The document, Tempus @ 10, paints a rich picture of the achievements of the programme in its first decade but also concludes that, as those involved in the project are now moving upwards in the traditionally slow paced academic hierarchies, the best of Tempus is perhaps yet to come.

In his introduction to the review, Martin Westlake, head of the Tempus Unit at DG Education and Culture writes: "It is perhaps a commonplace to say that the Tempus Programme has an illustrious past. This report proves the truth of that. But to my mind it also proves that the Tempus Programme has an illustrious future."

Also launched in 2002 was a study on the impact of Tempus in the context of the EU accession process in four candidate countries. This study addresses university reforms in management and teaching as well as support for institution building projects in Hungary, Poland, Bulgaria and Romania. The publication of this study is foreseen for summer 2003.

For the Western Balkans, a review of three conferences in Sarajevo, Skopje and Tirana was

published in 2002. The conferences took place in the preceding years and covered higher education management, higher education and society, and regional cooperation and networking. The report is a sound introduction to the reality of higher education in the Western Balkans and recommended for all involved in Tempus in the region

## Southward extension

For Tempus, the most important development in 2002 was the extension of its geographical scope to the Mediterranean partners. The first round of project applications were submitted at the end of the year.

In its decision approving the extension, the European Council of Ministers praised the programme for having proved itself to be "an effective tool for structural cooperation in, and development of, higher education including the improvement of human resources and occupational skills."

## Tempus - The enterprising university

The city of Elbasan in central Albania has two choices: develop the region or see its youth depart. It is a pressing problem that is echoed in many other places in Albania and elsewhere in the Western Balkans. But the need to act draws authorities, schools and businesses around the table and these local initiatives often yield the most fruitful partnerships.

In 1998 in Elbasan, the local authorities and the city's university decided that it was time to work together to curb the exodus of young people. The university had access to current knowledge and the skills to impart this knowledge, while companies in the region had the business skills to put this knowledge to good economic use – creating jobs and bringing investment to the region.





BEST COPY AVAILABLE

Under the guidance of the Bologna-based NGO CEFAL and together with the University of Bologna and the Institute for Prospective Technological Studies, the University of Elbasan filed a proposal for a Tempus project through which a centre would be established at the university to oversee the development of new links with locally active companies.

The project, called Enterprising, was approved in 1999 and started out with a huge survey mapping the needs of industrial partners in the region. The response to the survey was beyond expectations and laid the foundation for an unprecedented level of cooperation between educators and entrepreneurs.

Courses for local entrepreneurs and white collar workers were set up under the supervision of the new centre which was named Qokun, the acronym of the Albanian translation of Centre for Counselling and University-Enterprise Cooperation. Curricula for the courses were drawn up in consultation with all partners involved. Students, who were originally meant to enlist for internships abroad were placed at participating companies in and around Elbasan. This in itself further tightened the links between the local worlds of learning and earning.

Confident that the formula they were testing could be applied elsewhere too, the Tempus consortium involved universities in Vlora, Shkodrë and Tirana in a separate project. The next step for this consortium will be to develop training courses for local and regional administrators. Tempus has again granted financial support for the first three years of development of these new activities.



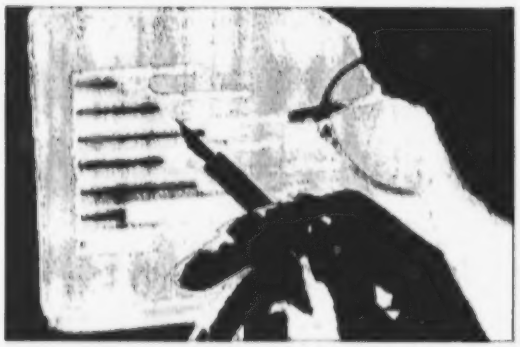
BEST COPY AVAILABLE

## KEEPING A FINGER ON THE PULSE

### Collection ...

Access to reliable information is a key condition for sound policy planning. Until 1995, comparable information on labour market developments in what would become the ETF partner countries was scarce. Major sources of such information, like the OECD, the Economist Intelligence Unit and the ILO were scrambling for statistics that, more often than not, national governments in the countries concerned could not even provide. For the ETF to carry out its mandate, such information had to be collected.

As early as in 1996, the ETF began making contacts with national organisations in its partner countries to gather information on training reform and labour market developments which have become known as the 'National Observatories'. The ETF needed the information they provide to carry out its tasks but, at the same time, was well aware that it could also be used for policy planning by the national authorities. In the transition countries of central and eastern Europe, changes to the



© The Image Bank

composition of the labour market followed each other in rapid succession and their unpredictability appeared to take national authorities by surprise; there was very little use of labour market statistics in strategic planning. So as the ETF helped set up the Observatories as monitoring units, it started advocating the use of their output in national strategic planning.

The success of the units in the countries of central and eastern Europe and the former Soviet Union

mented a repetition of the exercise when the ETF started to operate in the Western Balkans, where all countries now have their own National Observatory. The last one added to the network was a unit in Belgrade which became operational in January 2002.

The situation in the Mediterranean region differs considerably from that in central and eastern Europe in that many of these countries already had functioning market economies when they started structural cooperation with the EU and the ETF commenced its work in the region. The challenge to most countries in the region is not to establish labour market monitoring mechanisms but to put existing fragmented monitoring systems to good use. Different authorities often do have access to parts of the information needed for efficient labour market monitoring but the information is not regularly shared among the different actors involved. In this region, the challenge for the ETF is to bring these different actors together and get them to share their information sources for an obvious common benefit. Work in this area is ongoing and excellent results were achieved in Algeria and Jordan throughout 2002. Current initiatives in Syria, as illustrated above, also offer good perspectives for the establishment of a structural dialogue among the actors involved.

An Advisory Forum was established together with the ETF to exchange expertise and ideas on VET related issues. The Advisory Forum is made up of experts from all partner countries, all EU countries and a number of international organisations. It is a key source of both guidance and information. The complete Advisory Forum meets in plenary every three years. Regional sub-groups meet annually to discuss specific priority subjects. The next plenary session will take place in November 2003.

## ... and publication of data

Data on training reform and labour market development are published on a regular basis for the benefit of the different DGs of the European Commission, EU Member State authorities and the national authorities of the partner countries.

*Key Indicators on Vocational Education and Training* are published regularly in regional publications, one covering central and eastern Europe and another covering the New Independent States and Mongolia. They are exactly what the title describes and as such *the* international resource for current data on education and training in these regions.

In-depth information on vocational education and training and labour market developments for all countries in which there is a National Observatory is published regularly in the Observatories' national reports.

## STRENGTHENING INTERNATIONAL PARTNERSHIPS

***Strategies for lifelong learning and mobility are essential to promote employability, active citizenship, social inclusion and personal development. [...] An enhanced cooperation in vocational education and training will be an important contribution towards ensuring a successful enlargement of the European Union and fulfilling the objectives identified by the European Council in Lisbon.***

Declaration of the European Ministers of Vocational Education and Training and the European Commission

Copenhagen, 30 November 2002

### Towards enlargement

One of the aims of the publications mentioned above is to map the progress towards converging the training and employment agendas of the EU and its immediate environment. Needless to say that this is particularly relevant for the countries that will or aspire to join the European Union at some point in the near future.

As accession draws closer, much of the work in central and eastern Europe focuses on issues which also are high on the agenda in the EU, such as the development of lifelong learning systems, innovative teacher and trainer training, and the development of appropriate qualification systems.

Each year, DG Enlargement draws up regular reports, detailing the current state of affairs in the future member states with regard to a number of EU policy hot spots. The ETF provides input into these through its annually published *Reviews of Progress in Vocational Training Reforms*.

## Country Monographs

In a large co-ordinated exercise that spanned most of 2001 and 2002 the ETF carried out the research for a series of country monographs on current developments in vocational education and training and employment services in the future member states. These reviews were produced to help DG Employment and Social Affairs monitor progress made in the future member states towards meeting the targets outlined in the Joint Assessment Papers on employment priorities.
They will also help the European Commission and the countries concerned to better target current Phare and future ESF support.

Key issues addressed in the Monographs include:

- the responsiveness of the countries' vocational education and training systems to labour market needs;
- the contribution they make to social and labour market inclusion;
- measures implemented to promote entrepreneurship and equal opportunities;
- measures implemented to promote lifelong learning, and,
- the range and quality of services provided by employment services.

In a broader context the Monographs seek to map developments in legislation, policy development, target setting, institutional arrangements, stakeholder involvement and the allocation of human and financial resources to vocational education and training.

Production of the Monographs involved field visits, desk research and the analysis of data from a large variety of sources by ETF, EU and local experts as well as staff at the national observatories. The Monographs reconfirm that the differences among the education systems in the future member states and their level and directions of reform are easily as striking as the differences among EU Member States and that enlargement, also in this respect, will be a challenge not only to the partner countries concerned but also to the European Union as a whole. On the other hand, despite these differences, the reports also highlight a number of key common challenges shared by the future member states. These include:

- the shortfall of adults with tertiary level qualifications;
- the disparities between the high and low skilled with regard to access to employment and representation in unemployment;
- the lack of a comprehensive framework to boost access to continuing training for workers; and,
- the limited resources for training as part of active labour market policies.

A first interim cross-country synthesis report was published in October 2002 and the last of the Monographs will be ready for publication in early 2003.



BEST COPY AVAILABLE

## Support to the Western Balkans

Much of the information collected in the Western Balkans is used to compile progress reports for the EC Delegations in the region while other information collected by the ETF is used in planning activities by the Agency for Reconstruction and Development, the EU agency responsible for the management of the main EU assistance programmes in the Federal Republic of Yugoslavia (Republic of Serbia, Kosovo, Republic of Montenegro) and the former Yugoslav Republic of Macedonia.

The OECD has used ETF assistance in the preparation of thematic reviews of individual education systems and policies as part of its programme of cooperation with the Stability Pact for South East Europe. As a follow up to this exercise, in 2002 the ETF carried out a series of peer reviews focused on reform policies in vocational education and training in the countries concerned. The results will be used as an input to the targeting of EU assistance via the CARDS Programme and will improve regional cooperation between policy makers and experts in the field.

## Sharing expertise

As mentioned earlier, all ETF activities must be seen in the light of European policy development: employment policies, the drive towards a knowledge society as initiated in Lisbon and, most recently, the Copenhagen Declaration calling for increased international cooperation in VET. The work of the ETF takes place in the zone where the EU's external, employment and training policies overlap. The geographical area of impact of these policies extends well beyond the current and even future member states of the European Union. With all of the partner countries, the European Union has co-operation agreements that are in different stages of development. Association agreements with some of the non-EU Mediterranean countries, for example, set the agenda for ETF activity in these countries. Examples of operations in Egypt, Morocco and Algeria and the framework in which these take place were given earlier. In Tunisia, the Association Agreement directed the focus of attention towards increased dialogue on education, training and labour market matters and the ETF is actively involved in matching EU expertise with Tunisian demands.

Its identity as a European institution does, however, more than just set the ETF's agenda of activities. Being an EU agency is a true asset in that it allows the ETF to draw on a large and varied pool of expertise. Mobilising this expertise is a skill that over the years the ETF has managed to refine for the benefit of all partners. It allows partner countries in transition to pick, combine, translate and rearrange solutions from a whole selection and, with that, it greatly reduces the risk of readymade solutions being imposed onto the beneficiaries of EU support in human resources development.

A final illustration of how the ETF helped sharing expertise in training between EU Member States and partner countries in 2002 takes us to the Delphi project in the Russian Federation.

The Delphi project exemplifies much of what the ETF stands for. Firstly, because it is a comprehensive programme that aims at addressing all angles to the critical issue of linking industry and training in a young market economy close to the EU. Secondly, because it is an initiative where the ETF delivered the primers, helping groundbreaking activities onto the tracks of sustainability and gradually reducing its involvement to advisory and monitoring activity. Thirdly, because it illustrates how the ETF can link expertise available in the EU with specific needs in the partner countries.

## A bridge between expertise and reform in Russia

Delphi is short for Development of Educational Links and Professional and Higher Education Initiatives.
The first phase of this Tacis project focused on five key regions of the Russian Federation and consisted of components which in parallel addressed policy development, management training reform, VET development and the improvement of Russia's open and distance learning system. Under the guidance of the European Training Foundation, Delphi explored ways to re-establish the dialogue between authorities, companies, training providers and others with a vital stake in training.

A second stage, prepared in 2002 will see the training areas extended and management of the programme handed over to the EC Delegation in Moscow, while the ETF will continue to advise on the content and orientation of the project.

Despite the recent increase in home-grown and imported courses in management training and business administration, these areas continue to be a key focus of the programme because Russia's economy still demands international quality instruction in them. "Russia is so big that supply still does not match demand. It is important to work in regions where distinct social and cultural differences and markets exist, to help prevent those regions being swamped with courses offered by Moscow institutions looking to develop regional markets," says Nicola Scaramuzzo, the project officer with the EC Delegation in Moscow who worked as an expert in Delphi 1 and will act as an advisor to project managers in the next phase of the programme. "A key focus of Delphi 1 – linking training and



BEST COPY AVAILABLE

education institutes with enterprises, aimed to address the need to find regional solutions to regional challenges."

Delphi's approach to VET – which under Delphi 2 will focus more on continuing training and adult learners, exemplifies the way the programme seeks to inculcate new ways of delivering appropriate training.

Apart from identifying new training needs, discarding old VET profiles and developing new ones, ETF experts and local managers emphasised the importance of developing 'soft' skills in VET trainees. A good example of this can be found in Samara, where the programme helped upgrade and develop skills in the production of local handicrafts. Trainees were taught not only how to produce quality products better but also how to present them to the market to optimise sales.

Alexey Talonov, of the education ministry's international cooperation division, doesn't hesitate for a second to list the benefits Delphi brought to Russia's ambitious programme of educational modernisation and reform. "This project, with its flexible strategy has been of great value to us. Over the past three years we have been implementing the process of reform and modernising our system of education and have created a new concept of what this means. The support of Delphi in this process was very important – it dovetailed precisely with our reforms and because it was practically oriented and delivered at a regional level it has had a real impact."

Delphi was a project where the ETF had the chance to display one of its great strengths: linking expertise available within the European Union to regions that stand to benefit from its application. Mr Talonov, a key member of the ministry's team that will help deliver the second stage of European support, believes that the value of these ETF brokered links should not be underestimated. "The process of reform in Russian education is a very complex one and it is very important to have some kind of external view or monitoring of this," Mr Talonov says, adding that the Russians regard Delphi as a "bridge between Western European experience and expertise and Russia's reform process."

VET remains a critically important area of Russia's education system, not least because the rapid changes in social and economic conditions in the past decade have left so many workers with such widely varying educational backgrounds unemployed across all economic sectors. The need for new and higher-level skills, uniformly assessed, is a pressing one.

Delphi 1 is just one of the first steps in helping to support an education reform process that will occupy Russia's brightest and best in the field for the next decade. But the emphasis on dialogue both within Russia and between Russia and the European Union is what holds the key to the sustained development of education and training. Through projects such as Delphi, this dialogue – not just about past experience but also about current developments – has been established. Training reform, throughout the world, follows a continuously rolling agenda and it is important that the EU and its international partners speak the same language so that, in the future, they can communicate on a peer level.



BEST COPY AVAILABLE

## ANNEX
## FACTS AND FIGURES

| | |
|---|---|
| Council regulations | The Foundation was established by Council Regulation and Council Regulation (which amends the original). In July 1998 the Council amended the regulation (Council Regulation ) in order to extend the geographical scope of the Foundation's work to the countries eligible for support from the MEDA Programme. In December 2000, the extension to the Western Balkans was approved (Council Regulation No. 2666/2000). |
| Budget 2002 | €16.8 million |
| Staffing 2002 | 104 temporary agents |
| Location | Turin, Italy |
| Mission | To provide advice to the European Commission on support to vocational education and training reform in our partner countries and to assist the European Commission in the implementation of the Tempus programme. |



BEST COPY AVAILABLE

EUROPEAN TRAINING FOUNDATION

HIGHLIGHTS
THE ETF IN 2002

Luxembourg: Office for Official Publications of the European Communities 2001

38pp - 21.0 x 21.0 cm

ISBN 92-9157-328-0

**U.S. Department of Education**
*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
*Educational Resources Information Center (ERIC)*

# NOTICE

## Reproduction Basis

| | |
|---|---|
| X | This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form. |
| | This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket"). |